



## 7 RED FEBRUARY NEWSLETTER



Dear 7 Red families,

We've had many exciting happenings on 7 Red so far this year!

### HERITAGE DAY

**7 Red** would like to create a yearly tradition of celebrating family heritage by hosting its first **Heritage Day** on team. We'd love to hear stories from parents, grandparents, or other relatives who've grown up in a different country to get a sense of our students' family heritage and ancestry. We feel this will help foster more respect for their peers, as well as unite us in our diversity and uniqueness. We're hoping to have a handful of relatives come in and share their personal stories of growing up in another country (education, daily life as a tween/teen, etc.). If you are interested in coming in, please email to let us know! Heritage Day is scheduled for Friday, April 1st from 1:00-2:15PM. More information will be forthcoming as the date approaches.



### SOCIAL STUDIES – Carey Davis

This December we continued our travels around the world from South America to Africa. Our studies have focused on the regions of Western, Central, and Southern Africa. We'll be heading to Eastern and Northern Africa in March to wrap up the entire Africa Unit. Students made political and physical maps of the regions, as well as flashcards, that helped them prepare for their mapping quizzes. There will be one final mapping assessment on ALL of Africa before we move on to the Middle East (a.k.a. Southwest Asia). Our mini units of study have included Colonization and Resources (specific focus on diamonds & gold), Micro-Entrepreneurs / Micro - Enterprise, and now diseases and viruses of Africa. Our last mini-unit will be Desertification in the Sahel regions of East & North Africa. During these units of study, students have made iMovie trailers, Prezi & Keynote presentations, read from the Discovery Education Techbook, as well as watch several different videos on gold, diamonds, and micro-enterprise. If you have any questions regarding the curriculum, please do not hesitate to email me: [cdavis@shrewsbury.k12.ma.us](mailto:cdavis@shrewsbury.k12.ma.us).

Lastly, students became very interested in learning the stories of micro-entrepreneurs around the globe, and discovered how easy it is to actually contribute to a person's loan through the website **Kiva.org**. A number of students have suggested doing another fundraiser similar to our Heifer one – which, by the way, raised over \$500!! ☺ Once we vote on the loan we'd like to contribute to, we'll let you know! Hopefully we can have another successful 7 Red fundraiser to support someone in need as being a part of a global citizen. The Heifer donations that were collected allowed the team to be able to purchase a **llama, goat, sheep, chickens, rabbits, and honeybees! Amazing!!**

### SCIENCE – Brianna Bisceglia

Science on 7 Red has been an exciting second trimester so far! Some of our most memorable classes include extracting DNA from strawberries, making mutated jelly sandwiches, having a Science snowball fight, playing Science Heads Up, and listening to a guest speaker share her experience with the Genetic Testing process. I am very proud of all the students' enthusiasm and active participation during our Genetics Unit! If you have any questions during the upcoming curriculum, please don't hesitate to contact me at [bbisceglia@shrewsbury.k12.ma.us](mailto:bbisceglia@shrewsbury.k12.ma.us).

Has your young scientist been especially interested in looking at the food labels at home? Their curiosity may have initiated while researching the pros and cons of genetically modified foods. After thoroughly researching both positions, the students chose one side of the argument to defend. This week, they will be writing a five-paragraph essay implementing skills they have developed thus far in ELA and Science. At the conclusion of the research project, we will

hold a mini debate in each class then take part in an election. Ask your child what their thoughts are on labeling foods containing genetically modified organisms (GMOs).

Following the writing project, we will be beginning our unit on Evolution. In this unit, the students will make a connection between the genetics behind Darwin's theories of Evolution. In this brief unit we will be doing several inquiry-based activities including a natural selection simulation in a fish population. There are many exciting things to come in Science on 7 Red!



#### MATH – Lindsay Ventura

As we get back into the swing of things after February vacation, students in the math classroom continue to work on an unit titled *Moving Straight Ahead*. The primary focus of this unit is for students to develop an understanding of linear relationships. Through the investigations that students have been working on during class, they have learned that two variables are in a linear relationship only if one variable is changing by a constant amount when the other variable is changing by 1 unit. Students can determine whether a relationship is linear by looking at a graph, a table, and an equation. We will now take the next step and look at how we can write a linear equation from a graph and then a table. In order to do so, students will learn how to identify the y-intercept and calculate the slope of a line.

At the beginning of the year, we did some review on solving one-step equations, where students had to solve for a variable. For example,  $24 + x = 96$ . A little later in this unit, students will turn their focus to solving equations when there is a variable on BOTH sides! Students will have to apply previous knowledge of the distributive property and combining like terms in order to help them to do so. Students will participate in various games and classroom activities to make solving these problems as much fun as possible! This unit will wrap up the end of the trimester (which is arriving quickly!) and will be the fourth standard on the report card for Trimester 2.

#### SPECIAL EDUCATION – Anne Murphy

The students who obtain specialized services attend Learning Skills class in lieu of foreign language so that they can work towards the goals on their Individual Education Plan (IEP). Together with the classroom aid, we provide students an opportunity to review concepts taught in the core classes and additional practice to solidify the learning. The students review and practice their math skills on IXL; an App that aligns with the curriculum being taught in the general education classroom. They also practice their grammar skills with Grammar Flip, a web-based application that provides a quick review of a specific use of grammar or mechanics and a mini assessments based on the review. Most recently the students who attend Learning Skills have been hard at work editing and revising the essays that they wrote on character development in ELA and genetically modified organisms (GMOs) in science class.

#### ELA – Jennifer Cotie

As Mrs. Pruet began her maternity leave, I had the good fortune of transitioning into the short story unit and exploring works by authors such as Edgar Allan Poe, Guy de Maupassant, and Roald Dahl. In addition to reviewing plot structure, students focused largely on the various techniques authors used to create mood. We were fortunate to have the opportunity to see several of these stories performed as plays on stage. Afterwards we compared the techniques used by directors and actors to create mood on stage with the previously identified techniques used by the authors in the written word.

We spent a bit of time talking about grammar and punctuation so as to establish a common vocabulary when discussing writing skills. Students used their knowledge of sentence structure to identify and avoid writing fragments and run-on sentences, and will continue to do in subsequent writing assignments. They also created humorous artistic examples of the significance a mere comma can have on the meaning of a sentence! We will continue to revisit and build these skills throughout the remainder of the year.

We read our first in class novel, *Afrika*, by Colleen Craig, a story about a young girl who travels to South Africa with her mother and learns much more about herself and her family history than she originally anticipated. Students researched and gave presentations on various aspects of South African culture, such as apartheid, protests, and the life of Nelson Mandela, in order to provide historical and cultural context for the novel. Throughout the novel, students journaled about the events from the perspectives of various characters, and we closed the unit by writing a literary analysis of the main character's development throughout the novel.

Thanks to Mrs. Pruett's help, the help of the team teachers, and the welcome of the students, I have felt very fortunate to transition pleasantly into the ongoing academic school year. I look forward to continue working with each and every student as we begin our upcoming poetry and research units, and throughout the remainder of the year! Please feel free to contact me with any questions at [jcotie@shrewsbury.k12.ma.us](mailto:jcotie@shrewsbury.k12.ma.us).

### PARENT COMMUNICATION

We strive to communicate with parents regularly. This year, we have several ways that you can stay in touch.

1. SCHOOLGY is our main portal for communication with students and parents. We post homework here daily as well as documents and directions needed for class. Some, but not all, assignments are turned in using Schoology. This will give you some idea of when your student may be missing work, but is not a full picture. If work completion is an issue, we will be sure to contact you.

2. 7 RED NEWSLETTER BLOG – this blog contains articles written by Enrichment students as well as the teacher newsletter. Please check back regularly for updates:

<https://7redtoak.wordpress.com/>

3. Follow us on INSTAGRAM – @7RedOMS

4. Like us on FACEBOOK – 7 Red OMS

5. Email all team teachers at [7red@shrewsbury.k12.ma.us](mailto:7red@shrewsbury.k12.ma.us)

Thanks for reading!

Sincerely,

Jennifer Cotie , Brianna Bisceglia , Carey Davis, Lindsay Ventura , Anne Murphy

